

Section 2: Early Literacy

This section addresses **Cognitive Development** through the content area of **Early Literacy** and overlaps with the Language Development section. The correlations are with the Kindergarten Curriculum Standards in **English/Language Arts**.

This section also correlates with **Head Start Performance Standards**:

1304.21(a)(4)(iii) Promoting interaction and language use among children and between children and adults

1304.21(a)(4)(iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.

1304.21(b)(2)(ii) Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.

1304.21(c)(1)(ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success.

Early Literacy for 0 through 4 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Book Handling Skills	Eyes focus on simple pictures in books or drawings	Makes eye contact with the pictures but does not make hand contact	

Early Literacy for 5 through 8 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Book Handling Skills	Begins to explore the physical properties of a book	Looks intently at pictures for several minutes, with wide-open eyes and thoughtful expression	
			Holds a board, cloth, or plastic book and manipulates the pages	Grasps the book and brings it to the mouth to suck and chew; shakes, crumples and waves the book	
				Holds book, using both hands, and manipulates the book to make the pages open and close, exploring how it works	
				Helps turn the pages, pressing the page to the left after the adult has separated it from the remaining pages	

Early Literacy for 9 through 12 months (9 months to 1 year)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Book Handling Skills	Shows increased involvement and enjoyment with books	Shows notable decrease in physical manipulation of books accompanied by an increase in visual attention to books; pats pictures	
				Gives a book to an adult to read; after one reading, often takes the book, hands it back, and requests that the adult read it again; sits in lap for longer periods	
				Turns pages awkwardly, experiencing some difficulty in separating papers but succeeding through persistence and effort	
		Looking and Recognition Skills	Begins to interact with story and recognize pictures of everyday familiar objects	Looks at pictures periodically, interspersed with hand manipulations and an occasional mouthing	
			Begins to make associations about familiar objects	Makes animal noises or other appropriate sounds (e.g. , "moo, moo") when she sees the familiar animal or object pictured	
				Laughs or smiles to show recognition of pictures	

Early Literacy for 9 through 12 months (9 months to 1 year)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Picture and Story Comprehension Skills	Begins to recognize symbols for objects	Relates an object or an action in a book to the real world (e.g., goes to get teddy bear after seeing a picture of one in a book)	
				Points to individual pictures and vocalizes while pointing to picture	
	Early Writing	Early Writing Behaviors and Skills	Begins to show interest in exploring writing tools	Grasps the crayon and brings it to the mouth to suck and chew	

Early Literacy for 13 through 18 months (1 year to 1-1/2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Book Handling Skills	Begins to show interest in exploring books	Turns pages well	
				Turns an inverted book right side up, or tilts head as if trying to see the picture right side up	
		Looking and Recognition Behaviors	Begins to show awareness and interest in familiar pictures	Names objects pictured (articulation may not be accurate, but parent or other caregiver can tell what he is trying to say)	
				Points to a picture and asks "What's that?" or indicates in another way ("Dat?" or questioning intonation) that a label is desired	
				Points correctly to a familiar object pictured when asked, "Where's the...?"	

Early Literacy for 13 through 18 months (1 year to 1-1/2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Picture and Story Comprehension	Begins to recognize "favorite books" and repeatedly requests to read them	Selects books on the basis of content, thus demonstrating some understanding of what they are about	
				Shows a preference for a favorite page of a book by searching for it or holding the book open at the page repeatedly, as if that part were particularly well understood or appreciated	
				Performs an action that is shown or mentioned in a book	
	Story Reading Behaviors	Story Reading Behaviors	Pretends to read books	Uses book babble (<i>i.e.</i> , nonsense jabber that sounds like the child is reading rather than conversing with someone) as well as conversational babble (expressive jargon)	
				Fills in the next word in the text when the adult pauses, says the next word before the adult reads it, or reads along with the adult when a highly predictable text is read	
	Early Writing	Early Writing Behaviors and Skills	Shows increased interest in exploring writing tools	Grasps the writing tool in palm to scribble or mark	

Early Literacy for 19 through 24 months (1-1/2 years to 2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Book Handling Behaviors	Shows interest in exploring books	Might continue to rotate a book in an attempt to get a picture right side up when something in the picture is actually upside down; may become frustrated and lose interest in the book	
				Turns board book pages easily, one at a time; carries book around the room	
		Looking and Recognition Behaviors	Shows awareness and interest in familiar pictures	Points to a picture and asks "What's that?" or indicates in another way ("Dat?" or questioning intonation) that a label is desired	
		Picture and Story Comprehension	Begins to interact with story through familiar hand motions and expression of emotions	Performs an action that is shown or mentioned in a book	
				Shows empathy for characters or situations depicted in books (e.g., pretends to cry after being told that a child in a book is sad)	

Early Literacy for 19 through 24 months (1-1/2 years to 2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Picture and Story Comprehension	Enjoys books that relate to personal experiences	Draws associations across books (e.g., retrieves a book about bath time, or gets two books and shows the adult that they contain similar pictures or events)	
		Story Reading Skills	Enjoys looking at book by self, while sitting by peers or when being read to by an adult; begins to connect familiar books to play experiences	Pretends to read to dolls or stuffed animals and to self	
				Fills in the next word in the text when the adult pauses, says the next word before the adult reads it, or reads along with the adult when a highly predictable text is read	
				Recites part of a story's text outside of the story-reading context, (e.g., when swinging in a swing)	
				Coordinates text being read with the picture	
	Early Writing	Early Writing Behaviors and Skills	Begins to use writing tools to make marks on paper	Holds large writing tool and marks with it, resulting in visual feedback	

Early Literacy for 25 through 30 months (2 years to 2-1/2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Picture and Story Comprehension	Begins to understand the connection between books and personal experiences	Talks about the characters and events in storybooks in ways that suggest understanding of what has been said or read	
				Relates events in books to personal experiences	
				Makes associations among similar books (e.g., child gets two books about trains and shows the adult that they contain similar pictures or events)	
		Book Reading Skills	Recognizes and enjoys reading familiar books	Recites whole phrases from favorite stories if the adult pauses at opportune moments	
				Protests when an adult misreads a word in a familiar and usually predictable story	
	Early Writing	Early Writing Behaviors and Skills	Uses variety of writing tools to make scribbles	Holds tool in palm of hand using all fingers (palmar grasp) and scribbles	

Early Literacy for 25 through 30 months (2 years to 2-1/2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Auditory Discrimination	Is aware of and can identify many sounds in the environment	By 30 months, child stops activity to focus on interesting sounds around her (e.g., dogs barking, birds singing, and sounds of trains, planes, sirens, vacuums, etc.)	
			Begins to distinguish between words with similar phonemes, such as <i>pat</i> and <i>path</i>	Makes accurate distinctions between words that contain very similar-sounding phonemes, such as <i>path-pass</i> , <i>hat-pat</i> , <i>bug-bud</i> , <i>map-nap</i> , <i>shot-shop</i> , <i>hit-hat</i>	
		Phonological Awareness	Engages in and enjoys word play with silly sounds and real and nonsense words	Plays with words himself if he hears adult modeling rhymes or silly-sounding words	

Early Literacy for 31 through 36 months (2-1/2 years to 3 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Story Reading Behaviors	Begins to recite from memory familiar books	Asks to read books to the adult and may be able to recite several books fairly accurately, especially if they are simple and predictable	
				Reads familiar books aloud, rendering the text very accurately, particularly when a book is predictable	
		Early Writing Behaviors and Skills	Scribbles and draws with intentionality	Draws a circle	
				Imitates a horizontal crayon stroke	
		Auditory Discrimination	Is aware of and can identify many sounds in the environment	Identifies the source of familiar sounds in the environment and continues to notice new sounds	
			Continues to distinguish between words with similar phonemes, such as pat and path	Makes accurate distinctions between words that contain very similar-sounding phonemes (e.g. , path-pass, hat-pat, bug-bud, map-nap, shot-shop, hit-hat	
			Discriminates among sounds based on volume and pitch—loud vs. soft, high vs. low, long vs. short	Responds appropriately when asked to speak with a different volume or to turn up or down the sound of a recording or a toy; can identify whether a sound is high or low, loud or soft, long or short when compared to another sound.	
		Phonological Awareness	Engages in and enjoys word play with silly sounds and real and nonsense words	Plays with words herself if adult models rhymes or silly-sounding words; recites one or two favorite rhymes/poems	

Early Literacy for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Verbal Expression and Communication	Engages verbally with stories in books and movies	Makes relevant comments and asks logical questions about the story; begins to predict what will happen next	
				Tells own story, with a sequence, using one or more pictures	
			Uses more advanced sentence structure and varied vocabulary in verbal expression	Speaks in longer sentences, using more adjectives and adverbs, and some clauses beginning with when, if, after; asks to have unknown words explained	
				Asks for names of unknown objects, colors, etc.	
		Listening and Understanding	Listens attentively to stories, conversations, and explanations and demonstrates understanding	Maintains attention to stories and responds to questions appropriately	
				Participates with understanding in activities with stories, songs, finger plays and poems	
				Notifies if reader omits parts of a familiar story	
			Understands an increasingly complex and varied vocabulary for objects, attributes, actions, and events	Comprehends and uses new words that are introduced with stories, thematic units, field trips and other daily activities	

Early Literacy for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Phonological Awareness	Initiates word play and likes rhymes and silly sounds and words	Repeats rhymes without prompts and enjoys rhymes in songs, poems, and finger plays	
				Identifies whether or not two words rhyme	
				Enjoys stories with alliteration, where all words have the same speech sound; plays with the sounds and participates in the production of more words	
			Completes a rhyme and recites at least three rhymes	With a familiar poem, supplies a missing word that rhymes with another word	
			Begins to detect the syllable structure (rhythm) of oral words	Claps or beats the rhythm (syllable beats) in own name and other familiar names	
			Begins to combine (blend) parts of compound words to make a whole word	When the adult provides 2 words that can be combined to form a compound word, child identifies the compound word (e.g., given base and ball , she produces the word baseball)	

Early Literacy for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Print Awareness	Demonstrates interest in books and what they contain	Recognizes specific books by their covers; asks to be read to; asks for favorite books to be read again and again; pretends to read; makes comments and asks questions as story is read; participates in re-reading by supplying repetitive phrases	
			Understands how books work and the way they are handled	Recognizes when books are upside down or backwards, and turns to correct orientation	
			Begins to attend to print in the environment, especially own name	Asks questions about printed name and letters in it; recognizes printed name and attempts to print; uses same purposeful scribbling when "writing"	
			Shows awareness that print conveys a message, that print is read rather than the pictures	Begins to look at and comment about the print as much as the pictures; begins to "read" common signs and other print when traveling in a vehicle	

Early Literacy for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Visual Discrimination	Discriminates likenesses/differences in real objects	Identifies which objects are the same or different in color, shape, size, texture	
			Discriminates likenesses/differences in pictured objects	Can discriminate which pictured objects are alike or different based on color, shape, size, number	
		Visual Whole-Part-Whole Relationships	Develops awareness of parts and wholes and how the parts relate to the whole	Completes puzzles of 4 to 10 pieces; notices and identifies missing parts and common objects; constructs a simple block design, using a model	
				Finds hidden figure pictures	
		Visual Sequencing (Patterning)	Uses left-to-right and top-to-bottom scanning and observes and reproduces each element in a pattern of 3-dimensional objects	Continues a color-, or shape- or size-pattern using a concrete model	
				Continues a pattern of 2 variables (shape and color, color and size, or size and shape) from a concrete model	
		Letter Recognition	Begins to recognize beginning letter of familiar words or environmental print	Looks at peer's name in print and recognizes that Johnny starts with the same letter as his own name, Joshua	
			Attempts to "write" his own name	"Writes" name on paper; letters may or may not be readily identified by others; letters may or may not be from left to right or in a straight line	

Early Literacy for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Listening and Understanding	Understands story events and overall theme, and conversations	Recalls more detail from stories, using growing vocabulary	K.1.02c
				Recalls many events from recent experiences (e.g., field trip or family excursion)	
				Holds conversation with adults or peers about familiar books	K.1.02b
			Relates plot of story to self and own experiences	Makes comments during story reading that relate the story content to previous stories, or to his own life experiences	K.1.02
				Correctly answers questions about the story plot and events	
			Can organize more events and more complex events in sequential order	Shows understanding of stories with more complex chain of events	K.1.02 HSII A2
				Begins to predict what might happen next	
				Follows a sequence of 3 directions	

Early Literacy for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Verbal Expression and Communication	Engages in dialogue (conversation with others)	Asks questions and makes comments related to a topic of discussion	K 1.01e K.1.01g
				Understands and uses past, present, and future verb tense appropriately	HS I B 2
			Organizes major steps of an event or story in sequential order	Retells story with many events in appropriate sequence, with and without pictures	K 1.01d K.1.01h
				Verbalizes the major events of the day with some sequential order	K.1.01i
			Uses an increasingly complex and varied spoken vocabulary and sentence structure	Labels objects in books using a variety of adjectives	K.1.01a K.1.01h
				Comments on characters and events in books and movies	HS I B 3
			Asks many types of questions and responds correctly to many types of questions	Asks and answers who, what, where, when, why questions	K.1.01g K.1.01a HS I B 4

Early Literacy for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Phonological Awareness	Develops increasing sense of syllable structure in oral words	Claps or beats the syllable rhythm in 2- to 4-syllable words	K.1.04g HS IIA4
			Produces rhyming words	Produces, independently of adult assistance, a word, real or nonsense, which rhymes with his name or another given word (make sure that she is varying her responses and not memorizing rhyming pairs)	K.1.04e HS IIA3
			Starts to develop an awareness of beginning sounds in words	Identifies whether or not two words begin with the same sound (when adult gives 3 or 4 oral words, child selects those that begin with the same sound and identifies the sound, not the letter)	K.1.04.f HS IIA2
				Names several words that begin with the same sound as his name	
			Continues to increase awareness of the syllable structure of oral words	Consistently claps the syllable beat of words of up to 4 syllables; blends given syllables to identify a whole word; deletes a syllable from a compound word and identifies the remaining part	K.1.04g K.1.04c HS IIA4

Early Literacy for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Print Awareness	Understands concept of spoken and written word and that alphabet letters have individual names	Recognizes printed name and those of siblings or playmates; identifies some of the letters in own name; routinely puts "name" on his products	K.1.03 b K.1.03 f HS IIC2 HS IIC4
			Shows interest in purposeful writing	"Writes" messages as part of play activities; asks for help to make a list of things or write a note to someone special	K.1.03 d HS IID1
			Shows good understanding of conventions of print	Uses book reading conventions: "reading" front to back, turning 1 page at a time, looking from top to the bottom of the page, pointing left to right	K.1.03 c K.1.03 e HS IIB4
			Demonstrates good word awareness, calls attention to print in the environment, and recognizes some common words	Identifies familiar words in books and in environment	K.1.03 a K.1.03 b HS IIC1
			Routinely engages in purposeful reading and writing	Includes reading and writing activities in dramatic play; initiates writing notes to people; shows pride in writing attempts	K.1.03 d HS IIC2 HS IID1 HS IID4

Early Literacy for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Visual Discrimination	Discriminates likenesses and differences in black & white shapes, figures, and designs with subtle differences in detail or orientation	Selects the figure(s) or design(s) that differ based on fine, internal difference or orientation	Art K.2.1/2 Math K.3.1
			Discriminates likenesses and differences in symbols	Correctly sorts letters and numerals and can find words that match; names a few letters and numerals	Math K.2.1
		Visual Whole-Part-Whole Relationships	Further develops awareness of relationships of parts and wholes using more abstract figures	Completes puzzles of 8-20 pieces	
				Reproduces a 2-dimensional design with parts that vary by color and shape; constructs representations of objects from parts, with no model	Math K.3.1.
		Visual Sequencing (Patterning)	Uses left-to-right and top-to-bottom scanning; observes and reproduces a pattern with 3-dimensional objects by using a 2-dimensional paper model	Reproduces simple color, size and shape patterns from a paper model	Math K.2.2

Early Literacy for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Letter Recognition	Begins to recognize letters	Recognizes letters of her own name (first and then last) and letters that frequently occur in environmental print	K.3.03.b
				Recognizes letters in a specific context (mostly environmental print), but may not recognize them when the context changes	K.3.02.a/f
				Is more likely to confuse uppercase letters within each of the following groups -- DCGOQ, BRPSJU, EF, and NMWAVYHLITKXZ -- but may make distinctions between letters that belong to different groups	K.3.02.a/b
				Knows part of the ABC sequence by rote, but does not use it to associate a letter symbol with a letter name	K.1.3.b K.3.02.f
			Begins to recognize frequently occurring uppercase and some of the most frequently occurring lowercase letters	Can recognize some letters both in a familiar context (own name, environmental print) and in isolation	K.3.02/03
				Recites ABCs; matches letter symbol with letter names by rote, but may have difficulty with letters that come later in the sequence (e.g., identifies KLMNOP as one letter); discriminates differences between upper and lower case letters	K.1.03.f